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ABSTRACT

This 3-week teaching unit on Japan is designed to promote inspiration and motivation for teaching about Japanese culture to elementary students. The booklet contains course objectives, teacher instructions, a list of instructional materials and films, and a daily outline consisting of class activities and teacher guidance instructions. The first lesson begins with an examination of the 37 items in the Japan Chest that is the focus for this unit, and a student prepares a research report on one of the items. The other lessons stress the cultural and social background and geography. Seven suggested additional class activities, four maps, and a teacher comment sheet are included. (DJC)

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DISCOVERING JAPAN TODAY:
A THREE-WEEK TEACHING-LEARNING UNIT
FOR UPPER ELEMENTARY GRADES

ITEMIZED LIST OF REALIA OF JAPAN CHEST

DESIGNED AND DEVELOPED BY
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1988

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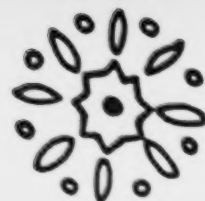
DISCOVERING JAPAN

A THREE WEEK TEACHING-LEARNING UNIT FOR UPPER ELEMENTARY GRADES



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P R E F A C E

So often we teachers are required to teach curriculum that we find wanting of certain ideas, concepts, and content. In fact, the strict new requirements for accountability leave little room for originality and creativity. This holds particularly true for the elementary teacher who has the heavy responsibility to teach all major disciplines and award each equal time and value.

The author hopes that the three week teaching learning unit on Japan accompanied by the Japan Chest of realia gives the enthusiastic teacher inspiration and motivation to teach about a very interesting civilization in our global village.

Toni Fuss Kirkwood



Origami

Swallows scissor-cut the air.
Flashing at the edge of sight,
fold, unfold, impressions made
of space and speed, of depth and height;
astound the eye, delight the heart
with motion as a living art.

R. M. Grenville

Discovering Japan: A Three Week Teaching-Learning Unit

A Model

Introduction

The Japan Chest contains realia collected in Japan in the mid 1980s. The purpose of this collection is to provide elementary teachers with the opportunity

1. to become interested in Japan,
2. to investigate Japan as a nation that is playing an increasingly important and valuable role in world politics and world economics, and
3. to gain a better understanding and appreciation of the people of the global village.

This approach to study and appreciate another culture can be applied to any society you choose to teach.

The three week teaching-learning unit is modeled after the Hilda Taba recommendation for the in-depth study of a particular culture or issue into the existing curriculum.* The unit follows the three divisions of a brief segment of Introductory, the lengthy period for Developmental and the Culmination portion for conclusion of the unit.



*Hilda Taba. Curriculum Development: Theory and Practice. Harcourt, Brace, Janovich, Inc., Atlanta, GA 1962, pp. 343-379.

Objectives

Upon completion of the three-week teaching-learning unit, the student will exhibit certain attitudes, knowledge, and skills about Japan. Specifically, the student will be able to

1. learn to understand and appreciate another country, its people, and their contributions to the world community.
2. demonstrate factual knowledge about the geography of Japan.
3. understand the geographic relationship of Japan with the rest of the world.
4. compare and contrast the basic institutions of Japan with another culture previously studied.
5. make generalizations about Japan based on the concepts of change, communications, conflict, and interdependence.
6. develop a vocabulary list of new concepts encountered.
7. raise questions about Japan.
8. conduct research from print and nonprint materials.
9. know how to work in groups.
10. demonstrate positive group interrelation skills.
11. exhibit full responsibility taken for assignment within a group.
12. exercise critical thinking and decision-making skills.
13. write in grammatically correct form a four page research paper (specific assignment decided by teacher).
14. present research orally to class.



Instructions to Teachers

1. This teaching-learning unit should be conducted within a three week time frame on a regular daily basis.
2. The role of the teacher is that of a motivator,⁴ facilitator, and coach. This role includes emphasis on individual and group work, decision-making, critical thinking, writing, research, and oral presentation skills and the student's responsibility to him/herself as well as to group in completion of task.
3. The teacher also keeps records, time tables, makes appointments with media specialists, and designs an evaluation system consistent with the objectives of the unit.



DISCOVERING JAPAN TODAY:

A THREE-WEEK TEACHING-LEARNING UNIT FOR UPPER ELEMENTARY GRADES

Curriculum Materials:

1. Discovering Japan: A Three-Week Teaching-Learning Unit for Upper Elementary Grades, Toni Fuss Kirkwood, Global Awareness Program, College of Education, Florida International University, February, 1988
2. Japan Chest, collected in the mid to late 1980s by Toni Fuss Kirkwood.

Supplementary Curriculum Materials:

1. Japan, Karen Jacobsen, Childrens Press, Chicago; 1982.
2. "Japan, A Nation in Search Of Itself" Time, Special Issue; August 1, 1983.
3. Japan, Elementary School Project Aids; International Society for Educational Information, Inc., 1987.
4. Fodor's Japan, Gail Chasan, ed. Fodor's Travel Guides, New York, 1987.

Realia:

- | | |
|---|------------------------------------|
| 1. The Japan of Today Slide Show | 17. Furoshiki (Japanese Wrap) |
| 2. Poster of Japanese Words/Letters | 18. Daruma Doll (Good Luck Symbol) |
| 3. Photographs from Japan | 19. Kimono |
| 4. Tape Cassette | 20. Geta (Japanese Shoes) |
| 5. Song Book | 21. Origami (folded paper) |
| 6. English/Japanese Dictionary | 22. Origami paper |
| 7. Japan Guide Map | 23. Lantern |
| 8. Culture Pamphlets | 24. Postcards |
| 9. Travel Material | 25. Kimono Book |
| 10. Fodors Japan | 26. Decoration |
| 11. Koinobori (Children's Day Ornament) | 27. Happicoat |
| 12. Japanese Doll | 28. Japanese Robe |
| 13. Calligraphy Paper | 29. Scarf |
| 14. Calligraphy pens and ink | 30. Hotel Toothbrush |
| 15. The Asia Society Video | 31. Cloth |
| 16. Chopsticks | 32. Shorts Set |

Realia (continued)

33. Toyota Paperweight

34. Hashi

35. Tea

36. Tea Brush

37. Japanese Money

Films Available in Dade County Public Schools Media Library Catalogue:

1. Japan: An Introduction
#12465 - all levels
2. Japan
#30932 - all levels
3. Japan: Miracle in Asia
#31215 - all levels
4. Japan: Its Customs and Traditions
#31711 - all levels
5. Tokyo Industrial Worker
#13958 - all levels
6. Japanese Mountain Family
#13298 - all levels
7. Japanese Farmers
#13963 - all levels
8. Japan Harvests the Sea
#30936 - all levels
9. Genius of Japan
#15590 - all levels
10. From Enemy to Ally: The Story of Post War Japan
#13744 - all levels



Unit Outline

Day 1

Springboard:

What's in this box? Who wants to find out? The big secret is discovered. The Japan Chest is unveiled by students. (Chest should be in center of room with students standing around it, and all having a clear view of Japan Chest).

As the teacher lifts out individual realia, he/she brainstorms with students, "What does this item represent? From which culture? Why do you think so? Who would like to investigate the secret of this realia?" (If more than one hand goes up, the teacher must use a specific device to assure that the allocation of requested item is done fairly and consistently).

Homework:

Write one paragraph: Why would you like to investigate the realia you have chosen? Student is reminded as to responsibility to article(s).

Day 2

Showing to class the individual item(s) chosen, each student orally presents his/her homework assignment to class. Teacher: Does anyone feel uncomfortable with the selected item(s)? This is your last time to exchange items or present your own idea about what you would like to investigate about Japan.

Teacher describes how Japan is going to be studied. Students will classify investigation into categories, conduct research, and present findings to class. Groups of four are formed to work as a team with a chosen chair. .

Activity:

Teacher asks students to place their realia into categories: What items have you chosen, David? (Write it on the board). What item did you select Suzi? (write it on the board). etc.

How can we form categories on the basis that societies must survive and, therefore, must conduct their daily life accordingly? (Basic Institutions)

Teacher draws from children the answers by proper questioning. (i.e., clothing: What artifacts would we use, and add to, to find out how the

Japanese dress to stay warm during the winter and cool in the summer? What about the new influences from the West?)

Teacher, with students' assistance, develops classification chart of: housing/shelter, food growing/distribution, education, government, law/safety, religion/philosophy, the arts recreation, sports.

Teacher writes categories on board. He/she records student names in each group, assigns names to each group (shelter group), and each group is asked to select chair. Teacher chooses most advanced group to compile a vocabulary list of new terms encountered during process of research. (The teacher asks each group to place new vocabulary words encountered on a designated space on the board*). Advanced group has the responsibility to compile all words into alphabetical order, write a definition and xerox a copy for each classmate at the end of the designated time-by the teacher. At the end of the unit there should be one total list made with definitions as requested from the advanced group.

Teacher explains research requirements, times in library, written assignment, due date, and times for oral presentation.

Day 3

Film -
Discussion

Teacher has students make generalizations of what they have observed today that can be compared with previous culture studied. Teacher stresses that after completion of research students must make added generalizations about Japan and previous culture studied. Students are further reminded to give examples of change, communication, conflict and interdependence as they occur in their research study.

Day 4

Geography Lesson:

Teacher distributes blank world map and blank map of Japan. Using large wall map, globes, and atlases, the teacher gives the following assignments: (it can be increased or reduced in complexity according to ability levels, grade levels, etc.)

Group Work:

1. Locate Japan on the World Map. Color in.
2. How many countries/oceans border Japan? Color them on the map, number all countries and oceans and write their names next to their number on the bottom of the map.
3. In which hemispheres, continent, longitudes and latitudes is Japan located?
4. Identify and locate each country's capital and write the name next to the country on the bottom of the map.
5. Identify, locate and color in Okinawa. (Teacher explains its significance)
6. Chair of each group demonstrates class findings, assigned by the teacher on a wall map before class.
7. Using the Japan Map, students will
 - a. identify and draw in the four large islands of Japan.
 - b. locate and color in the highest mountain in Japan.
 - c. identify and color in Japan's capital city.
 - d. research and color in areas where rice, fruit and vegetables are grown.
8. Identify and place a dot where Japan's 6 largest cities are located.
9. Which is the capital?
10.
 - a. How large is Japan's population?
 - b. Where does the majority of Japanese live?
 - c. What conclusions can you make whether Japan is a rural or urban society?
 - d. What are the major languages spoken?
 - e. Are dialects spoken? How many? By whom?
11. Chair of each group demonstrates findings as assigned by teacher on wall map before class.

Teacher:

List the three most important things you have learned about Japan today.

Days 5-9

Equipped with selected realia, students visit library to research their assignment. Emphasis is placed on the concepts of change, communication, conflict, and interdependence as students research content. Students are reminded that they should use one or more of the four concepts to investigate their topic in presenting a realistic view of Japan Today. Media specialist has been previously requested to have materials (print, non-print, pictures) placed on designated tables according to categories. Teacher acts as facilitator and encourager to student groups. (In order to save time, research materials can be placed in classroom as previously arranged by teacher and media specialist.)

Homework:

After each library visit, individual student writes a summary of daily research.

Day 10-11

Individual groups meet to discuss each group member's reports. Each student is responsible for specific portion of total report of four pages. Chair oversees and assists. Requests teacher assistance.

Homework:

Each group member rewrites and has ready for the next day polished portion of his/her report.

Day 12

Members of individual groups sit in front of class. Remainder of the class forms large circle or sits in theater style closely to presenting group. Chair presents findings of group work or individual student presents his/her findings in 3-5 minutes. Showing of pictures and other acquired items relating to presentation are encouraged by teacher.

Day 13

Continuation of oral presentations. Vocabulary list compiled by designated group is distributed.

Day 14

Class visits Japanese Restaurant or requests parents to bring in sushi or tempura. Students should eat with chopsticks. Hot tea should be poured. Teacher should be host(ess) rather than center of class. Japanese music background and some origami (decorations) could emphasize important conclusion of the unit.

Day 15

Students assist teacher in checking off realia against checklist and place items securely into Japan Chest. Students could write an anonymous paragraph about how much they enjoyed or what they did not enjoy in studying the unit. (Useful for teacher reference and advice to next teacher who uses Japan Chest) Students discuss vocabulary list.

Day 16

Test on unit, including vocabulary. Test items can also be combined with another unit test.

Additional Activities:

1. Teaching calligraphy
2. Teaching paper cranes
3. Teaching embroidery
4. Constructing puppets
5. Writing and performing a skit
6. Watching the news for recent information on Japan and reporting to the class.
7. An evaluation form to assess each group presentation (this can be an extra credit assignment with teacher assistance)

Materials Needed:

1. Japan Chest
2. Japan Guidebook
3. Japan Wall Map
4. Student World Map
5. Student Japan Map
6. World Wall Map

MAP OF JAPAN AND SEA OF JAPAN INCLUDED HERE

MAP OF ASIA AND THE PACIFIC INCLUDED HERE

MAP OF JAPAN INCLUDED HERE

OUTLINE MAP OF ASIA AND THE PACIFIC INCLUDED HERE

Comments

Comments by Teachers as to Improvement or Modification of Unit are welcome here. Can be anonymous if you wish.

DateCommentsThis image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or ledger page.